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AUTHOR Harris, Howard L.; Hansson, Claudia J.
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ABSTRACT

In fall 1985, a study was conducted at Cosumnes River College (CRC) to obtain information about the college's PREP (Personal development, Reading/writing skills, Educational goals, and Preparing for the future) program, follow-up data on students who have enrolled in remedial and non-remedial courses, and enrollment data on remedial students and PREP participants. The study sample was drawn from students who were tested by the CRC Assessment Center during spring and fall 1983, including 50 students who took no remedial English courses, 50 who took remedial English, 25 who were enrolled in developmental writing, and 25 who were enrolled in the PREP program and remedial English courses. Study findings included the following: (1) Hispanics and Blacks were over-represented in the study sample in comparison to the CRC population as a whole; (2) the mean grade point average (GPA) for the entire sample was 1.80; (3) 66% of students in the remedial group had GPA's of 2.0 or better, compared to 26% of the non-remedial group; (4) by fall 1985, 90% of the remedial group had completed 12 or more units, compared to 34% of the non-remedial group; (5) for the performance measure of units completed, the strongest predictor variables were the number of English courses, enrollment status, and remedial courses; (6) in comparison to other remedial students, PREP students had greater gains in reading but lower gains in English; (7) 60% of the PREP students had GPA's of 2.0 or higher, compared to 72% of the non-PREP students; and (8) a greater percentage of non-PREP students than PREP students moved from remedial to college-level English courses. (LAL)

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ED274385

A Comparative Study of Students in English Preparatory Courses

Spring 1986

Prepared by:
Cosumnes River College Office of Research
Howard L. Harris & Claudia J. Hansson

JC 860 496

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BACKGROUND

The English Department at Cosumnes River College (CRC), Sacramento, California, has organized a program of remedial studies which places an emphasis on the development of basic skills. The program, developed in response to a need survey, features the following: Personal Development; Reading/Writing Skills; Educational Goals; Preparing for the Future. The acronym, PREP was formed to designate the collection of educational experiences comprising this unique project.

The PREP program was developed during the Spring 1978 semester, in response to a study which indicated 20% of entering freshmen were reading below the ninth grade level and 60% of these students failed during their first semester in college. Students may earn up to 6 units in PREP and must maintain concurrent enrollment in English 55/56 and English 70 (see appendices A, B and C). The PREP program, staffed by a writing instructor, a reading instructor, and an instructional assistant uses a variety of instructional strategies.

INTRODUCTION

Remedial courses have become an important part of the course offerings of the English departments at most California community colleges. This growth has generated a need to gather follow-up information which will document the success or failure of students in their college remedial courses. The Cosumnes River College (CRC) Office of Research has used data from the Assessment Center's testing program. Test scores in English, reading, and math are used as a means of advising and placement of students in remedial courses. The CRC College Office of Research (COR) has prepared this report to provide information on the PREP program and follow up data on students who have enrolled in remedial and non-remedial courses. The central focus of this paper is contained in the hypotheses statements which follow.

PROBLEM STATEMENTS

The questions, presented in the form of hypotheses, were as follows:

Hypothesis I - Students, who are tested by the Assessment Center and placed at the remedial level for English, will do well in their college courses if they complete the recommended remedial courses.

Hypothesis II - English test scores and completion of remedial course work are good predictors of satisfactory achievement in college level courses.

Hypothesis III - Students who enroll in the PREP program make greater skill gains than students in Non-PREP sections .

The COR was also asked to provide information on the pattern and sequence of student enrollment in the English courses offered. Thus, a section of this report presents information on the enrollment patterns of remedial students and PREP participants, Spring and Fall 1983.

METHOD: Selection of Sample

The data base used for the statistical analysis was created by randomly selecting students who were given service and tested by the CRC Assessment Center during the Spring and Fall semester of 1983. The 1983 school year was chosen to provide an adequate time period for the necessary follow up work. Fifty (50) students were selected from among those who took no Remedial English courses, and 50 from the Remedial English roll sheets, 25 of whom were enrolled in either English 55 or English 56, and 25 of whom were enrolled in the PREP program and thus were also taking Remedial English courses. This selection method yielded a total sample of 100 students.

Each student's history file was pulled in the Admissions and Records Office, and ten items of information were collected for each of the one hundred students.

The items of data included:

1. Sex
2. Age
3. Ethnicity
4. Educational status at time of enrollment
5. Number of semesters enrolled
6. English courses taken
7. CRC overall Grade Point Average
8. Units attempted
9. Units completed
10. Present status (enrolled, graduate, etc.)

The Statistical Package for the Social Sciences (SPSS) software, designed for IBM computers (SPSS PC+), was used to perform the statistical calculations.

RESULTS: Description of the Sample

The SPSS Frequencies Program was used to develop a profile of the sample. The sample population consisted of 49 males and 51 females, between the ages of 18 and 50. Table I shows that the majority of the students (64%) were 22 - 30 years of age.

TABLE I - AGES OF SAMPLE

Age	Frequency	Percent
18 - 21	29	29%
22 - 30	64	64%
30 - 40	5	5%
Over 40	2	2%

The ethnic composition was over-represented by Hispanics and Blacks and under-represented by whites in comparison to the Student Characteristics Report for 1983.

TABLE II - ETHNICITY OF SAMPLE

Ethnicity	% of Sample	% of CRC Population
Asian	8%	8.0%
Black	29%	14.8%
White	45%	61.9%
Hispanic	16%	8.0%
Other	2%	2.7%

Because no records are available for comparison purposes on the composition of all CRC students tested by the Assessment Center during the period Spring and Fall, 1983, it is assumed that an adequate sample has been used to depict the characteristics of the population. (Records are stored in the computer but are not yet accessible for research purposes.) The enrollment status of the sample of students presented in Table III below shows 68% of the students were new enrollees, 14% were new transfer, another 14% were returning, and the remaining 4% were returning transfer students.

TABLE III - ENROLLMENT STATUS

Status	Percent
New - never before enrolled at any college	68%
New Transfer - from a 2 year college	14%
Returning - did not attend another college	14%
Returning Transfer - also attended another 2 year college	3%
Returning Transfer - also attended a 4 year college	1%

The Stanford Test of Academic Skills (TASK) scores were recorded for all students. The TASK test is a comprehensive achievement test intended to measure the skills and competencies that are requisite for college academic training. The test consists of multiple choice questions covering a variety of areas including: reading comprehension, vocabulary, learning skills, spelling, grammar, paragraph and sentence structure. Of the students sampled, 60% were placed in English 55, 36% were placed in English 56, and 4% were placed in English 57. The fifty students in the sample who took remedial courses also had a TASK post-test recorded so that skill gains could be assessed.

The grade point average (GPA), computed by the college using a formula which divides the total grade points earned as designated by a letter grade by the total units attempted has been used to form a basis for comparisons. The mean GPA for the 100 student sample was 1.80 with a standard deviation of 1.0. This indicates an average grade point of C+ level work, with a wide spread above and below this mean. The mean number of semesters enrolled at CRC was 3.58 with a standard deviation of 2.14 indicating an average enrollment of 3 1/2 semesters.

RESULTS: Remedial Group Comparisons

Several comparisons were made to provide information on the performance of students who took Remedial English courses. The SPSS software CROSSTABS program was used to generate the percentages for remedial and non-remedial groups on several performance measures (see Table IV). GPAs were grouped into three categories: 0 to 1.99, 2.0 to 2.99, 3.0 and above.

In the remedial group, 66% had GPAs of 2.0 or better while the non-remedial group had only 26% at 2.0 or above. The remedial group had a considerably greater number of units completed with 90% having completed 12 or more units and 40% 46.5 or more units. The non-remedial group had 34% with 12 or more completed and only 2% completing 46.5 or more units. As Table IV displays, the mean number of semesters enrolled for the remedial group was 4.62 while the non-remedial was 2.54. It is interesting to note that remedial student completed more units and was enrolled for a longer term than the non-remedial student.

TABLE IV - PERFORMANCE MEASURES

GPA

	0-1.99	2.0-2.99	3.0 and above
Remedial	34%	46%	20%
Non-Remedial	74%	20%	6%

Units Completed

	0-11.5	12-46	46.5 and above
Remedial	10%	50%	40%
Non-Remedial	66%	32%	2%

Semesters Enrolled

	1	2	3	4	5	6	7	8	9	Mean
Remedial	3	7	4	10	10	6	5	4	2	4.62
Non-Remedial	16	17	5	4	3	4	1	0	0	2.54

Outcomes

	Enrolled Fall '85	Degree	Certificate	None
Remedial	34%	12%	2%	32%
Non-Remedial	6%	0%	0%	94%

Persons were grouped according to outcomes into the following four categories: those who were enrolled Fall 1985; those who received a degree; those who received a certificate; and those who received no degree or certificate and were not enrolled Fall 1985. In the remedial group, 48% of the students were either enrolled or received a degree or certificate, only 5% of the non-remedial group are shown in one of these categories. This indicates that 94% of the non-remedial group had no known or measurable outcomes.

Using the SPSS CORRELATION PROGRAM, the variables; GPA, units completed, semesters enrolled, and outcomes, were correlated with remedial groupings and number of English courses taken.

All correlations were significant at the .001 level. Also calculated were the r^2 values which indicate the amount of common variance among the variables. Of particular importance is the relationship between the number of units completed and both the total number of English courses (r=.6691) and whether or not a student took remedial courses (r=.6274). As Table V indicates, 39% of the variance in units completed is related to remedial courses and 45% of the variance is related to the total number of English courses. The correlation coefficients show the direction and the degree of the strength in the relationships among the variables.

The correlation coefficients indicate a strong relationship for remedial courses and the number of English courses with the performance values. However there may be other demographic variables which have been influencing factors on the performance measures. To further investigate these relationships and determine the predictive values among the variables, the SPSS REGRESSION PROGRAM was used to calculate three stepwise regressions for each of three performance measures. The stepwise procedure starts with no independent variables in the equation and sequentially enters them. At each step, variables are examined for removal and new variables are examined for entry. Variable selection is terminated when no more variables meet entry or exit criteria. The independent variables used were sex, age, ethnicity, enrollment status, Reading and English assessment scores, and remedial courses. The performance measures were units completed, GPA, and outcomes. Table VI presents the results for each of the regressions.

TABLE V - CORRELATIONS

Correlations With Remedial Groupings

Performance Measures	Correlation	r^2	Significance Level
GPA	.3811	.15	.001
Units Completed	.6274	.39	.001
Semesters Enrolled	.4879	.24	.001
Outcomes	-.4465	.20	.001

Correlations With Number of English Courses

Performance Measures	Correlation	r^2	Significance Level
GPA	.3518	.12	.001
Units Completed	.6691	.45	.001
Semesters Enrolled	.5719	.33	.001
Outcomes	-.5066	.26	.001

Note: r^2 can be expressed as a percentage (%).

TABLE VI - REGRESSION RESULTS

Dependent Variable - Units Completed

Variable	B	SE B	Beta	T	Sig T
Number of English Courses	.17715	.04793	.44306	3.696	.0004
Enrollment Status	.14971	.04225	.25258	3.544	.0006
Remedial Courses	.30178	.10909	.33404	2.766	.0068
(Constant)	.74175	.17177		4.318	.0000

Dependent Variable - GPA

Variable	B	SE B	Beta	T	Sig T
English	.44204	.11299	.34690	3.912	.0002
Number of English Courses	.12159	.03353	.32154	3.626	.0005
(Constant)	.51248	.23343		2.195	.0305

Dependent Variable - Outcomes

Variables	B	SE B	Beta	T	Sig T
Number of English Courses	-.33769	.05601	-.51365	-6.029	.0000
Sex	.49397	.20992	.20048	2.353	.0206
(Constant)	3.09818	.34412		9.003	.0000

For the performance measure of units completed, the number of English courses, enrollment status, and remedial courses were the strongest predictor variables. The r^2=.53535 indicates 53% of the variance in units completed could be attributed to these three factors. Within the equation itself, remedial courses accounted for the largest partial regression coefficient (B=.30178) although the total number of English courses provided the largest r (r^2=.44770). Two predictors of grade point average were identified: English assessment score and the number of English courses. A total of 24% of the variance in GPA can be accounted for by these factors (r^2=.24322). Results provide some validation for assessment testing in English as a means of predicting success in future college courses. The final regression was generated for the general "outcome" variable which included enrollment in Fall 1985, degrees, certificate, or none of the previous. The number of English courses and sex were the two predictor variables identified. The negative B of -.33769 for number of English courses is due to the coding used for outcomes which coded enrollment as 1, degree 2, certificate 3, and none 4. The inclusion of the sex variable indicates females are more likely to fall in the "none" category than are males. The total amount of variance in the "outcome" variable accounted for by sex and the number of English courses is 30% (r^2-.29677).

In summary, the regressions as a whole indicate the importance of English scores, classes, and remedial courses for success in college as measured by GPA, units completed, and degrees, certificates, or continued enrollment. The interaction with the variable sex, indicates that females have more difficulty than do male, in the continuation and completion of their education.

RESULTS: Comparison of PREP and Non-PREP Remedial Courses

Comparisons were also made between PREP students and those in the standard remedial courses. These comparisons were only for English 55 and 56 and not for the Reading component although skill in both Reading and English were assessed. PREP students gained an average of 3.54 points on the TASK Reading and 2.50 points on the English portion. Non-PREP students gained an average of 3.54 points on the English portion. Non-PREP students gained an average of 3.06 on the reading and 5.48 on the English. This indicates greater gains in reading for PREP students but lower gains in English.

The comparison of PREP and Non-PREP students on the performance measures is presented in Table VII. Measures indicate Non-PREP students are ahead on most variables. For GPA, 60% of the PREP students are at the 2.0 or above level and 72% of the Non-PREP students are at 2.0 or above. For Non-PREP students, 56% have completed 46.5 units or more while 24% of the PREP students are at this level. Non-PREP students have an average enrollment of 5.36 semesters and PREP students average is 3.88. On the general "outcome" variable, 52% of the Non-PREP students have a measurable outcome with 32% enrolled in Fall 1985. PREP students have 44% with outcomes and 36% enrolled Fall 1985. This indicates fewer PREP students have degrees or certificates but a greater number were still enrolled in the Fall. The average differences between units attempted and units completed were identical for PREP and Non-PREP students.

There may be several reasons for the differences noted between PREP and Non-PREP. Entry level Reading and English assessment scores reveal PREP students have a lower average reading score (mean=43.08) as compared to Non-PREP students (mean=48.44). In the PREP group, 68% of the students show Reading at sixth grade level or lower while only 40% of the non-remedial were at the sixth grade level. The mean English scores were very close with only .65 points difference. Student applications were checked for ESL indications which may have been responsible for low reading scores. Only 2 of the PREP students indicated English was not their native language and 4 of the non-PREP were identified as English as Second Language (ESL) students. The low reading scores may indicate that students having a more difficult time over-all in their courses. Also, although PREP students are in a more defined program, the course material and the instructors are the same regardless of whether they are PREP or non-PREP.

TABLE VII - PERFORMANCE MEASURES FOR PREP AND NON-PREP STUDENTS

GPA

	0-1.99	2.0-2.99	3.0 & above
PREP	40%	36%	24%
Non-PREP	28%	56%	16%

Units Completed

	0-11.5	12-46	46.5 & above
PREP	12%	64%	24%
Non-PREP	8%	36%	56%

Semesters Enrolled

	1	2	3	4	5	6	7	8	9	Mean
PREP	3	5	2	6	4	3	0	2	0	3.88
Non-PREP	0	2	2	4	6	3	5	2	1	5.36

Outcomes

	Enrolled Fall '85	Degree	Certificate	None
PREP	36%	4%	4%	56%
Non-PREP	32%	20%	0%	48%

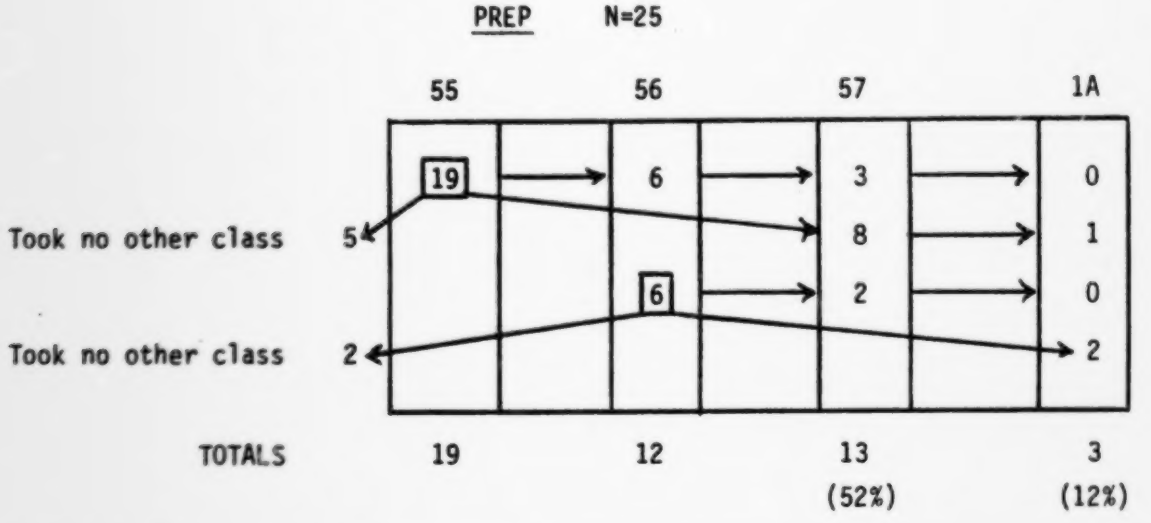
RESULTS: Student English Course Patterns

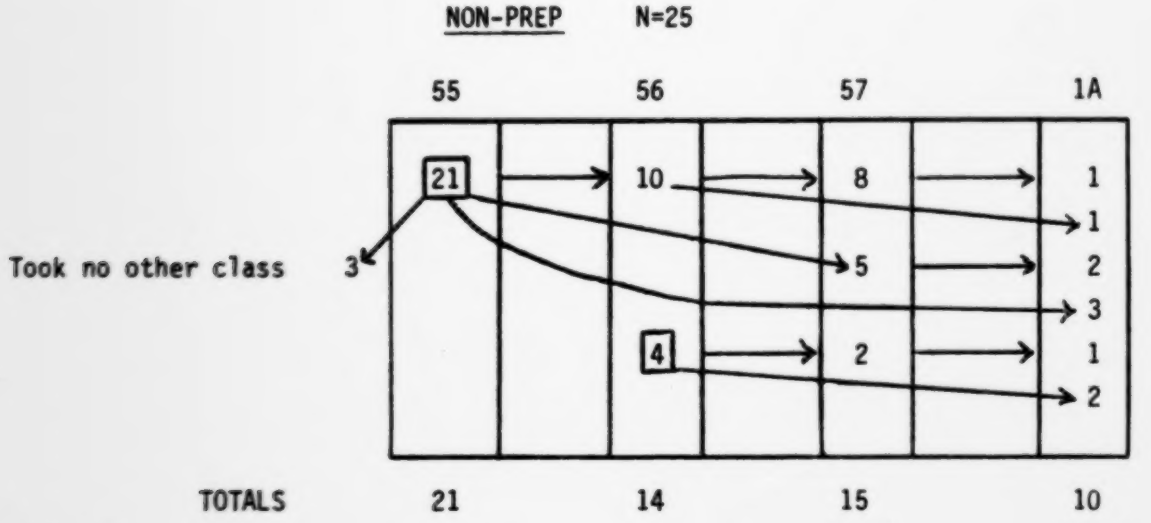
The final section of results presents the pattern of English courses of PREP and Non-PREP remedial students. Figure 1 diagrams these patterns and graphically displays the sequence of English courses taken. A brief description of the English courses is presented in Appendix A. Out of the 25 total PREP student sample, 19 began with English 55. Three patterns are found. Six took English 56, out of these students 3 took 57, and none proceeded on to 1A. Eight students skipped 56 and took 57, one of these progressed to 1A. The remaining 6 students in the PREP group started with English 56 and three patterns are found. Two students took 57 and none of these moved on to 1A, two students skipped 57 and took 1A, and two students took no other English classes. The PREP Group, (N=25) shows 52% progressed to English 57 and 12% progressed to English 1A.

A similar tracking was done on the Non-PREP Group which also had a total of 25 students, 21 of which began in English 55, and 5 patterns were traced. Ten students took 56 and 8 moved to 57, and one of these to 1A. One student skipped 57 and went directly to 1A. Five of the 21 students skipped 56 and took 57, two of these took 1A. Three of the 21 skipped 56 and 57 and went directly to 1A. Three of the 21 took no other class. Four students out of the 25 Non-PREP sample began in English 56 and two patterns were found. Two of these students took 57, one of which went to 1A. Two of the four who began 56 skipped 57 and went directly to 1A. Totals for the Non-PREP sample indicate 60% went to 57 and 40% went to 1A.

The comparison in this sample indicate a greater percentage of Non-PREP students are moving to 57 and 1A. Totals for the entire remedial sample reveal 80% took 55, 52% took 56, 56% took 57, and 26% took 1A. There seems to be no greater propensity for PREP or Non-PREP to skip sequential courses but a greater percent of Non-PREP students move to the final link of 1A. This may be related to differences in goals, ability, or some other factor that we did not measure. English 57 does satisfy AA degree requirements and thus may be looked upon by some students as the terminal English course.

FIGURE I - English Course Patterns of Remedial Students





TOTALS N=50	40 (80%)	26 (52%)	28 (56%)	13 (26%)

CONCLUSIONS

This study based on a limited sample is an attempt to present information on the PREP and remedial studies activities at CRC. Inferences may be drawn from the information for evaluation, planning, and development purposes. The following statements are responses to hypotheses I, II, III, and the analysis of enrollment patterns and trends.

1. Students who are tested and placed at the English 55/56 level do have greater success in college if they complete the remedial courses. If success in college can be measured by units completed, GPA, number of semesters enrolled, degrees or certificates, remedial students are more successful than comparative students who do not take remedial English courses.

2. English test scores, number of English classes, and remedial courses taken are the primary predictors for GPA, units completed, and overall outcomes. The use of English placement scores has been supported by increased persistence and higher grade point averages. Students can increase their chances of success in college by following assessment recommendations.

3. Students in the PREP program make greater gains in reading but lower gains in English. Although this conclusion is based on a small sample, indications are that there are only slight differences between PREP and Non-PREP student gains. This may be due to the significant difference in entry level reading scores. PREP students in this study were less likely to reach college level English than Non-PREP students possibly reflecting a greater need for remedial courses or differences in overall goals at college which were not measured.

4. Remedial students are using the CRC English sequence of courses although only 26% are reaching the transfer level English (1A). The pattern indicates 44% of the remedial students are skipping one course in the sequence. There is no way of determining from this study whether this skipping was indicated by their post-test scores.

RECOMMENDATIONS FOR FURTHER RESEARCH

Several questions come to mind while reviewing the results of this study. Although degrees and certificates were higher for the remedial students than those who took no English classes, it is still lower than the college as a whole. The majority of the remedial students in this study are finishing their English course work with English 57 and are not pursuing transfer level English courses. Further research is needed to determine why students are following this pattern.

Although the students in the PREP program do not appear to be making greater gains than those in the Non-PREP section, it is difficult to assess how many of these students would have dropped out had they not taken the English 70 course concurrently. Essentially, these students were making similar gains with two courses as the Non-PREP students were with one. This may indicate a greater need by the PREP student for the extra help provided through the program. Further study could assist in the accurate identification of specific needs.

APPENDIX A

Excerpt from pages 78, 79

1983 - 1984 COSUMNES RIVER COLLEGE CATALOG

78 ENGLISH

1A COLLEGE COMPOSITION — 3 Units

Prerequisite: Qualifying score on English placement test or Writing Proficiency Test
Three hours lecture
Training in critical reading and writing. Supplementary laboratory work may be assigned.

1B COLLEGE COMPOSITION AND LITERATURE — 3 Units

Prerequisite: English 1A
Three hours lecture
Introduction to literary types and further training in composition through the writing of critical essays based upon the reading.

1C SOPHOMORE COMPOSITION — 3 Units

Prerequisite: English 1A with grade of C or better
Three hours lecture
Designed for students who have had English 1A and who desire further instruction in essay writing. Builds on what was learned in English 1A and through the introduction of critical thinking techniques and close textual analysis of mainly non-fiction prose, helps students to develop more sophisticated skills suited to writing upper division college essays.

15 CREATIVE WRITING — 3 Units

Prerequisite: None
Three hours lecture
Writing poetry, short stories, and drama — these are the opportunities in creative writing. English 15 may be offered as: Creative Writing — Poetry; Creative Writing — Fiction; or Creative Writing — Fiction, Poetry and Drama. Two separate options may be taken once for credit for a total of 6 units.

25 STUDIES IN LITERATURE — 1-3 Units (Short-Term)

Prerequisite: None
Eighteen hours lecture per unit
Study of literature with a choice of focus, such as the works of one author or group of authors; the literature of a particular genre, cultural tradition, or region; the writings on a specific theme or philosophical concept. Possible titles are Literature of the West, Science Fiction, Women in Literature, Romantic Age in America, 19th Century American Fiction, Novel in the 20th Century, and Existential Literature. Students may take up to a maximum of 3 units.

30 AMERICAN LITERATURE — 3 Units (Fall)

Prerequisite: None
Three hours lecture
Survey of the more representative works in American literature from the beginning through the Civil War.

31 AMERICAN LITERATURE — 3 Units (Spring)

Prerequisite: None
Three hours lecture
Survey of the representative works in American literature after the Civil War.

56 DEVELOPMENTAL WRITING — 1-3 Units

Prerequisite: English 55 or permission of instructor
Three hours lecture, two hours laboratory
Further training in writing skills for students with basic writing problems, such as faulty sentence structure, punctuation, usage and spelling. Based on mastery learning, the course consists of three one-unit modules. Students will receive credit for modules satisfactorily completed.

57 COLLEGE WRITING — 3 Units

Prerequisite: Qualifying score on English placement test or completion of English 56 or equivalent
Three hours lecture
Designed for improvement in writing or preparation for English 1A. Training in writing well-developed paragraphs and short expository essays. Instruction in grammar and usage will be provided. Supplementary laboratory work may be assigned. May be taken two times for credit.

70 BASIC READING SKILLS — 3 Units

Prerequisite: None (Recommended for students who wish to improve basic reading skills)
Three hours lecture, laboratory as assigned
Individual and group instruction to gain efficiency in basic reading skills and in related study skills. Study of word attack skills to include phonic and structural approaches to various types of printed material. May be taken two times for credit with the recommendation of instructor.

71 DEVELOPMENTAL READING — 3 Units

Prerequisite: None
Three hours lecture, laboratory as assigned
The purpose of this course is to help students become efficient college level readers. Individual instruction is given in how to read and study textbooks. The student's own books are used for practice material. Following this is instruction in improving speed and comprehension. May be taken two times for credit.

73 READING FOR SPEED — 3 Units

Prerequisite: None
Three hours lecture, laboratory as assigned
This course is designed to help the student improve reading speed through the reading of contemporary best selling novels. Instruction in the theory and techniques of improving speed will be given. Class time will be allotted for practice. Individual instruction will be given to those needing it. The overall goal of this class is to help the student make substantial improvement in reading as a pleasant and rewarding leisure time activity.

80 WRITING FOR INDUSTRY — 3 Units

Prerequisite: None
Three hours lecture
A practical course covering the preparation of reports, instructions, proposals, and business correspondence. Emphasis is placed on organization, outlining, analyzing and interpreting facts,

Fall Class Schedule 1983

CR

COSUMNES RIVER COLLEGE

Registration Information
Community Services Classes
Day and Evening Credit Classes

A College of the Los Rios Community College District

FOOT-NOTES	SUBJECT	TITLE OF COURSE	TIME	DAYS	CODE/SEC	UNITS	INSTRUCTOR	ROOM	FEE

PREP-PROGRAM

Special group in writing, reading and human skills needed for college success.
TWO SECTIONS DAILY

SECTION A
UNITS: Up to 8 units given for work completed.

TO REGISTER FOR **SECTION A** SIGN UP FOR **ALL** OF THE FOLLOWING:

English 55	Writing Skills	9:00-9:50	MTWTF	1499-AA	Naake
English 70	Basic Reading Skills	10:00-10:50	MWF	1506-01	Harris
Hum. Dev. 1	Independent & Group Study	10:00-10:50	T/TH	2068-01	Staff

SECTION B
UNITS: Up to 8 units given for work completed.

TO REGISTER FOR **SECTION B** SIGN UP FOR **ALL** OF THE FOLLOWING:

English 55	Writing Skills	12:00-12:50	MTWTF	1499-BA	Karns
English 70	Basic Reading Skills	11:00-11:50	MWF	1506-02	Harris
Hum. Dev. 1	Independent & Group Study	11:00-11:50	T/TH	2068-02	Staff

Other courses available by arrangement with instructors, including English 71 and C. Students will be placed according to achievement levels, and credit will be given for work completed.

	55 PREP A	WRITING SKILLS	9.00- 9.50	M W F	***	1-3	NAAKE J		L109
		LABORATORY	9.00- 9.50	T TH	1499-AA		NAAKE J		L109
	55 PREP B	WRITING SKILLS	12.00-12.50	M W F	***	1-3	KARNS M		L109
		LABORATORY	12.00-12.50	T TH	1499-BA		KARNS M		L109
	55	WRITING SKILLS	1.00- 1.50	M W F	***	1-3	WIATER P		L104
		LABORATORY	1.00- 1.50	T TH	1499-CA		WIATER P		L109
	55	WRITING SKILLS	8.00- 8.50	M W F	***	1-3	PETERS O		L109
		LABORATORY	8.00- 8.50	T TH	1499-DA		PETERS O		L109
	55	WRITING SKILLS	5.30- 6.45	M W	***	1-3	FARVE D		L109
		LABORATORY	2.0 HRS TBA		1499-PA		FARVE D		L109
	55	WRITING SKILLS	6.30- 7.45	T TH	***	1-3	SHAVER S		L109
		LABORATORY	2.0 HRS TBA		1499-QA		SHAVER S		L109
10	56	DEVELOPMENTAL WRTG	1.00- 1.50	M W F	***	1-3	WIATER P		L104
		LABORATORY	1.00- 1.50	T TH	1501-AA		WIATER P		L109
10	56	DEVELOPMENTAL WRTG	8.00- 8.50	M W F	***	1-3	PETERS O		L109
		LABORATORY	8.00- 8.50	T TH	1501-BA		PETERS O		L109
10	56	DEVELOPMENTAL WRTG	5.30- 6.45	M W	***	1-3	FARVE D		L109
		LABORATORY	2.0 HRS TBA		1501-PA		FARVE D		L109
10	56	DEVELOPMENTAL WRTG	6.30- 7.45	T TH	***	1-3	SHAVER S		L109
		LABORATORY	2.0 HRS TBA		1501-QA		SHAVER S		L109
7 E	57	COLLEGE WRITING	9.00- 9.50	M W F	1502-01	3.0	EVANS J		BS128
7 E	57	COLLEGE WRITING	10.00-10.50	M W F	1502-02	3.0	CROWLEY M		BS128
7 E	57	COLLEGE WRITING	12.00-12.50	M W F	1502-03	3.0	EVANS J		BS128
7 E	57	COLLEGE WRITING	1.00- 1.50	M W F	1502-04	3.0	CROWLEY M		BS126
7 E	57	COLLEGE WRITING	8.00- 9.15	T TH	1502-05	3.0	DURAND O		BS128
7 E	57	COLLEGE WRITING	1.00- 2.15	T TH	1502-06	3.0	SHAVER S		L104
7 E	57	COLLEGE WRITING	6.30- 8.45	M W	1502-81	3.0	DURAND O		BS126

English 70 recommended for students eligible for English 55/56

	70 PREP A	BASIC READING SKILLS	10.00-10.50	M W F	1506-01	3.0	HARRIS J		L110
	70 PREP B	BASIC READING SKILLS	11.00-11.50	M W F	1506-02	3.0	HARRIS J		L110
	70	BASIC READING SKILLS	12.00-12.50	M W F	1506-03	3.0	CROWLEY M		BS126
	70	BASIC READING SKILLS	9.25-10.40	T TH	1506-04	3.0	EVANS J		L104
	70	BASIC READING SKILLS	2.00- 2.50	M W F	1506-05	3.0	WIATER P		L104
	70	BASIC READING SKILLS	8.00- 9.15	M W	1506-81	3.0	FARVE D		L109
	70	BASIC READING SKILLS	8.00- 9.15	T TH	1506-82	3.0	[illegible]		L109

*** THIS LECTURE IS INCLUDED WITH EACH OF THE FOLLOWING LAB OR DISCUSSION SECTIONS

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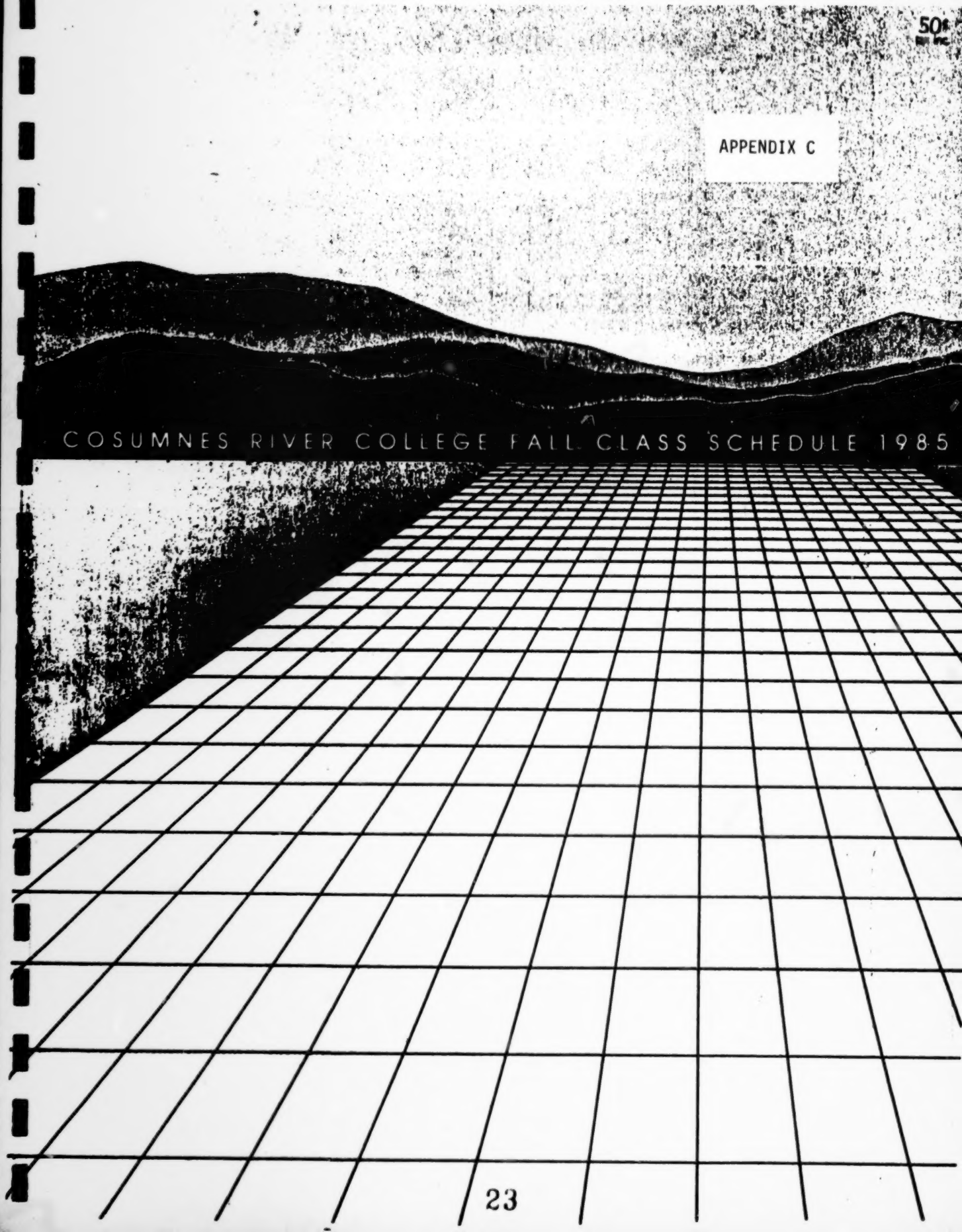
APPENDIX C



Foot-notes	SUBJECT	TITLE OF COURSE	T I M E	DAYS	CODE/SEC	UNITS	INSTRUCTOR	R O O M
ECONOMICS — continued								
CXO	1B	PRINCIPLES OF ECON	12.00-12.50	M W F	1362-01	3.0	BALL T	L104
CXO	1B	PRINCIPLES OF ECON	5:30- 8:20	T	1362-01	3.0	BALL T	L104
ELECTRONICS								
X	30	ELEM OF ELECTRONICS	11.00-11.50	M W F	***	5.0	Hart M	S110
		LABORATORY	9.25-12.05	T TH	1371-AA		Hart M	S111
		LABORATORY	1.00- 3.40	M W	1371-AB		Hart M	S111
X	30	ELEM OF ELECTRONICS	5:30- 8:20	T	1371-BA	5.0	STAFF	S110
		LABORATORY	7.00- 9.40	M W	1371-BB		STAFF	S111
	51	ELEM CIRCUIT ANALYSI	1.00- 2.15	T TH	1372-01	3.0	Hart M	S123
	51	ELEM CIRCUIT ANALYSI	5:30- 8:20	T	1372-01	3.0	Hart M	S123
ENGINEERING								
XO	2	INTRO TO ENGINEERING	1.00- 1.50	T	1530-01	1.0	STAFF	S111
XO	10	ENGR SURVEY MEASURE	7:25- 8:40	M W				
		LABORATORY	8.30- 9.40	M W	1535-BA		STAFF	S121
		and 8 Saturday 3-hour labs	TBA					
XO	17	INTRO ELECT CIRCUITS	6.30- 7:20	T TH	***	3.0	STAFF	S111
		LABORATORY	7.30- 8.45	T TH	1537-BA		STAFF	S111
XO	27	ENGINEERING GRAPH	11.00-11.50	M W	***	3.0	STAFF	S111
		LABORATORY	11.00- 1.50	F	1541-AA		STAFF	S106
		AND	1.0 HRS TBA					
XO	35	STATICS	6.00- 7:15	M W	1542-01	3.0	STAFF	S110
ENGLISH								
	C S T	SPELLING	1.00- 1.50	M W F	1416-01	1-3	KARNS W	BS125
		(Six weeks beginning September 4, October 14, and November 25)						
	C S	SPELLING	5:30- 8:20	T	1416-02	3.0	STAFF	BS125
		(Six weeks beginning September 3, October 15, and November 26)						
	G 1ST	BASICS OF VOCABULARY	10.00-10.50	M W F	1418-01	1.5	HOCK D	BS114
	M 2ND	BASICS OF SENT STRUC	10.00-10.50	M W F	1420-01	1.5	HOCK D	BS114

PREP PROGRAM

Special groups in writing and reading needed for college success. THREE SECTIONS DAILY

SECTION A

UNITS: Up to 6 units given for work completed

TO REGISTER FOR **SECTION A** SIGN UP FOR **ALL** OF THE FOLLOWING:

English 70	Basic Reading Skills	8:00-8:50	MWF	1506-01	Harris
English 55	Writing Skills	9:00-9:50	MTWTF	1499-BA	Naake

SECTION B

Units: Up to 6 units given for work completed

TO REGISTER FOR **SECTION B** SIGN UP FOR **ALL** OF THE FOLLOWING:

English 69	Introductory Reading	10:00-10:50	MTWTF	4081-AA	Harris
English 55	Writing Skills	11:00-11:50	MTWTF	1499-CA	Karns

SECTION C

Units: Up to 6 units given for work completed

TO REGISTER FOR **SECTION C** SIGN UP FOR **ALL** OF THE FOLLOWING:

English 70	Basic Reading Skills	12:00-12:50	MWF	1506-02	Harris
English 55	Writing Skills	1:00-1:50	MTWTF	1499-EA	Naake

Students will be placed according to achievement levels, and credit will be given for work completed.

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